Year 10 Gene Testing Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | **A** | **B** | **C** | **D** | **E** |
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| **The folio of student work has the following characteristics:** | | | | |
| **Understanding** | Comprehensive description and explanation of scientific information, concepts and relationships | Significant description and explanation of scientific information, concepts and relationships | Description and identification of scientific information and concepts | Statements of scientific information and science knowledge | Makes statements |
| **Skills** | Formulation of questions that can be investigated and , explicitly linked to Gene Testing | Formulation of questions that can be investigated, informed by science knowledge | Formulation of questions that can be investigated scientifically | Statements of questions and hypotheses | Makes statements |
| Identifies at least two different points of view supported by evidence from research  Takes and justifies a position on the issue with a recommendation for further action | Identifies at least two different points of view supported by evidence from research  Takes and justifies a position on the issue. | States a point of view  Takes a position on the issue | Either states a position or takes a point of view | Makes statements |
| Collects and shows evidence of processed information fromat least **three** sources correctly referenced  Systematically evaluates suitability of secondary sources. | Collects and shows evidence of processed information fromat least **three** sources correctly referenced .  Evaluates secondary sources | Collects and shows evidence of processed information fromat least **three** sources.  Referencing mostly correct  Compares secondary sources. | Collects and shows evidence of processed information from **some stated** sources  Makes statements relating to secondary sources | Collects evidence  Superficial statements about secondary sources |
| Clear and purposeful use of appropriate scientific language and representations to concisely communicate findings and ideas to specific audiences | Purposeful use of appropriate scientific language and representations to effectively communicate findings and ideas to specific audiences | Use of appropriate scientific language and representations to communicate findings and ideas to specific audiences | Use of aspects of scientific language and representations to communicate findings and ideas | Use of everyday language to communicate findings and ideas |